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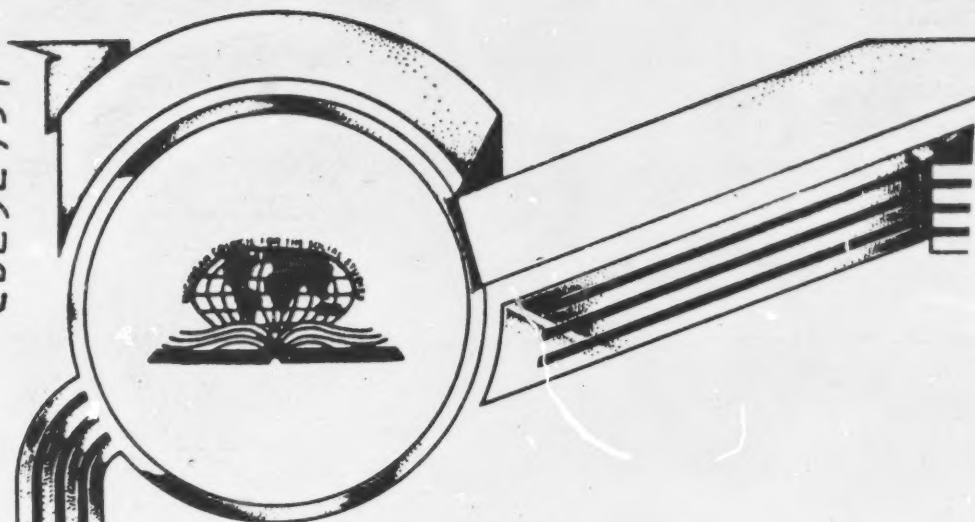
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ABSTRACT

A brief and flexible overview is presented of the steps that should be taken to revise social studies instruction. The booklet lists 10 steps in the revision process. Each step has a brief commentary followed by questions that a local curriculum planning group may want to consider. Some resources to help answer these questions are included. The steps are: needs assessment; decision making; research, trends, and promising practices; purposes and goal development; materials and content selection; material evaluation; development of objectives or expectations; adoption--final selection; implementation and in-service; and program evaluation. Also included is a bibliography of additional resources and readings. Included in the appendices are the revised National Council for the Social Studies (NCSS) Social Studies Curriculum Guidelines; elementary and secondary materials analysis forms; the textbook evaluation form used by the Boulder (Colorado) Public Schools system; elementary social studies criteria; and suggestions for sparking interest. (RM)

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"SO YOU WANT TO REVISE SOCIAL STUDIES, NOW WHAT?"

**A Starter Kit for Local School
Curriculum Change**

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PREFACE

This starter kit was prepared with the assumption that there is a desire for change in the local school district or in a particular school. Therefore a title was chosen that reflected this assumption; "So You Want to Revise Social Studies, Now What?" This booklet will be helpful in answering, "Now What?" once the reader has concluded, "So You Want to Revise the Social Studies."

If there is only limited desire for revising the social studies program, the interest may be increased by; visiting other schools, participating in conferences, assessing the present program, reviewing materials, or bringing resource people to the school. For ideas on sparking interest, please see Appendix F. The professional literature presents numerous strategies for curriculum change. It is beyond the scope of this starter kit to discuss the complexities of initiating change or address the varieties of difficulties that may be encountered when faculty or community members resist the revision of a program. Utility and brevity have been emphasized to assist the reader with the "Now What" of social studies revision.

INTRODUCTION

The purpose of this starter kit is to provide a brief and flexible overview of the steps that should be taken to revise social studies instruction. Brevity is accomplished through the minimal use of narrative commentary. Flexibility is provided through posing questions that are best answered at the local level and providing resources for local curriculum planners.

A copy of the Starter Kit with all the support material will be housed in Intermediate Regional Educational Media Centers. They can be requested from their libraries for your use or from the M.C.S.S. See page 14. Any part or the whole may be copied for your use but is not to be sold. Any of the individuals listed below may be contacted for further details.

This booklet is the core of the starter kit. The booklet lists ten steps leading to revision of social studies instruction. Each step has a brief commentary followed by questions that a local curriculum planning group may want to consider. Some resources to help answer these questions are included. Additional resource details are included in the bibliography.

The basic idea behind the starter kit is to provide a brief, useable resource that can be expanded to meet the needs of curriculum planners at the local level. It is the hope of the authors that all ten steps are given at least brief consideration very early in the revision process. Some questions such as "Who makes the final decision?" need to be considered early because the answer to this vital question will affect the answer to the question of, "Who should be involved?"

Curriculum revision is not an easy process. Many, many hours are expended annually to revise social studies curriculum. Hopefully, this starter kit will help local curriculum planners by focusing attention on key questions and providing resources to help answer those questions.

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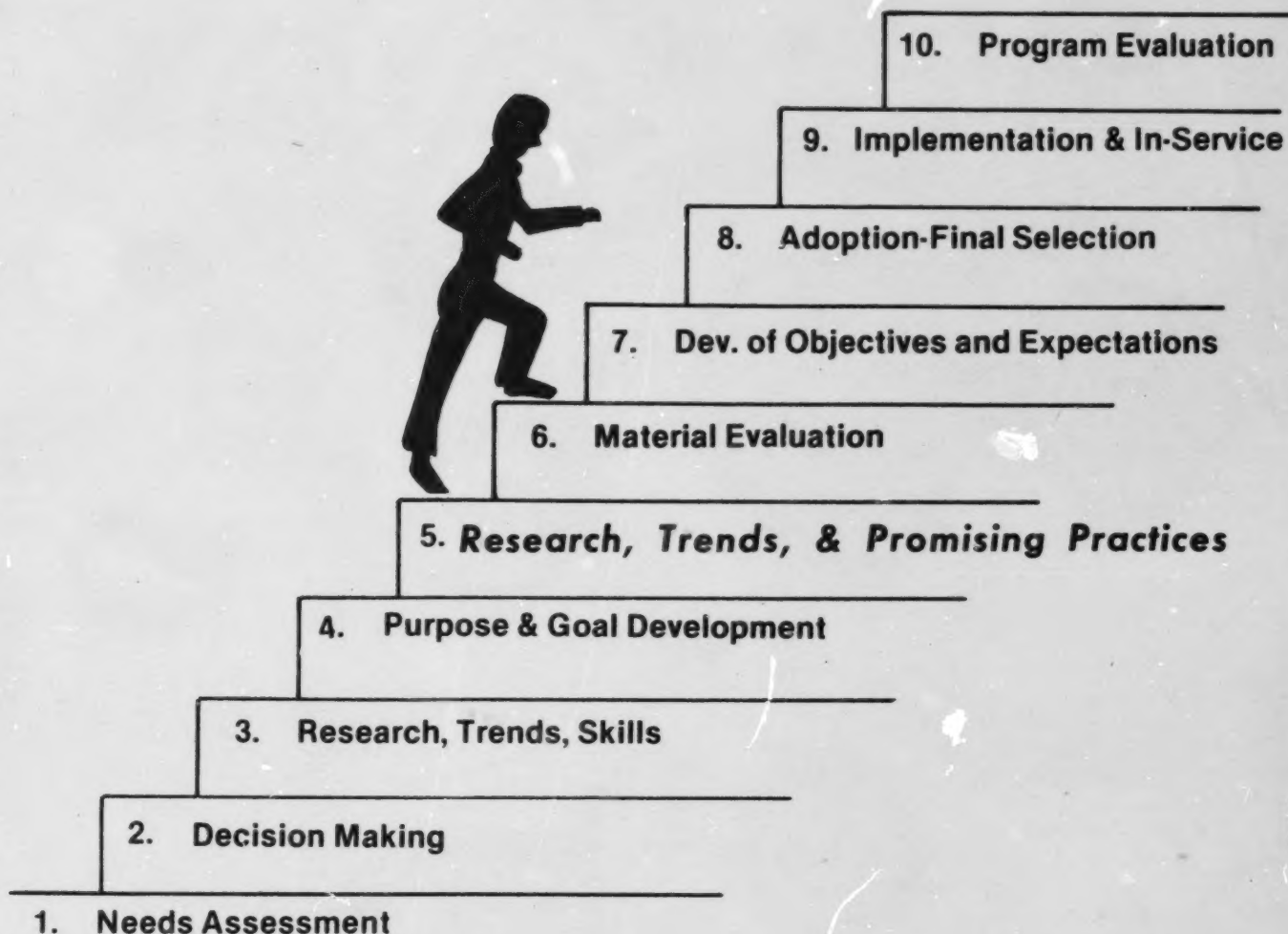
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STEPS Leading to a Revised Social Studies Program



Introduction

Step 1. Needs Assessment

An appraisal of your current program should be made before plunging into a full scale revision. This can be done without spinning your wheels and wasting time on surveys that do not reflect what is actually taking place in the classroom. It is important to know what is being taught where so that the revision committee can make realistic recommendations for change. Make sure you have answers to the questions below before proceeding on to Step 2.

1. When was the last revision? _____
2. What kind of revision was it?
Total Program _____, Textbook Adoption _____, Multi-Media Adoption _____
3. Who determined there is a need now for revision?
Administrators _____, Teachers _____, Parents _____, Students _____
4. What kind of revision will it be? Total Program _____, Textbook Adoption _____, Multi-Media Adoption _____, Other _____
5. Who should be involved now? Administrators _____, Teachers _____, Media Specialists _____, Parents _____, Counselors _____, Students _____
6. What grade(s) are to be included? _____
7. What are the State Mandates and Guidelines?
8. What is the philosophy of the district relative to social studies?
9. What are the district requirements relative to social studies?
10. What funds are available and for what purpose are they intended?

- Resources:
1. "Social Studies Education in Michigan", 1981
 2. "How to Use Guidelines for Social Studies Needs Assessment", Social Education - April, 1979.
 3. Michigan General School Laws
 4. Local District Board Policy and Staff Handbook

Step 2. Decision Making

A good approach to decision-making for curriculum change is to move toward consensus by involving as many professionals as realistic in the process and forming good communication links with the eventual consumers of the decisions. This will avoid the extreme positions of arbitrary administrative decisions and total involvement of everyone through a democratic process. To achieve such a consensus, it is necessary for the committee to discuss all issues thoroughly enough that formal votes become unnecessary. Majority votes of 50% + 1 are a questionable foundation for building a curriculum. For teachers who will be affected by the change of the decisions, this means circulation of minutes of the meetings, opportunities to review and suggest changes to statements of philosophy and goals, and involvement in final materials selection. Overall curriculum revision will usually work best with a high level of involvement and the use of consensus decision-making including open and frequent communication with those affected by the decisions.

What are some of the key decisions that should be made?

1. Should consultants be used?
2. Who will prepare the philosophy, goals and objectives?
3. Are elementary study topics to be altered?
4. Are secondary course offerings to be changed?
5. Will specific teaching methods be advocated?
6. Who will make the curriculum materials selection? What will be the criteria?

Ten Rules for Practicing Consensus Decision-Making

Keep This List Visible to Refer to as the Discussion Proceeds

1. Be careful of quick and easy agreements.
2. Try not to compete. The group may lose in the long run.
3. Try to avoid arguing.
4. Try to avoid win-lose stalemates.
5. Try to avoid "either-or" propositions.
6. Try to avoid a compromise if you feel your position is the most reasonable.

7. Try not to settle an issue by voting.
8. Try to stick with the discussion even if somebody attacks you or your ideas.
9. Don't attack people - it only causes them to be defensive.
10. Don't ignore conflict - find out why it exists so that it can be dealt with.

STEP 3. CONSIDERING NEW IDEAS IN RESEARCH, TRENDS, AND PROMISING PRACTICES

People should take time for considering ideas from research, promising trends, and new opportunities in the social studies field early in the curriculum building process. Such consideration sparks interest, points up changing emphasis and fresh possibilities, and even clarifies what should be kept from the "old curriculum." After all, you're going to change some things around in this curriculum development process; that's why you're doing it.

Discussions of research and promising practices will not substitute for hard work at your local level, but they do open things up.

1. Do teachers and other participants in this curriculum development process have a rich fund of knowledge about promising opportunities, research findings, and the like?
2. Where does a school district find out about promising trends and new ideas from research?
3. Which groups sponsor meetings and programs which offer information about research, innovations, and trends?
4. What in your present curricular program is worth keeping or building upon?
5. To what extent have commercial program developers field tested their programs to see effects on students, teachers, schools, and communities?
6. What results are shown for new programs from independent surveys of teachers and schools?
7. What data have been collected on the strengths and weaknesses of students who have been in your social studies program?
8. How will teachers be involved in the search for and consideration of new ideas?
9. How will key administrators and curriculum leaders be involved in the search for and consideration of new ideas?
10. In what way can the school district support individuals willing to try out new ideas and materials?

Resources:

1. Your intermediate school district consultants.
2. Faculty from nearby universities.
3. The Michigan Department of Education Social Studies Specialist and other consultants.

4. Staff from a nearby school district who have made productive revisions.
5. The National Council for the Social Studies, 3615 Wisconsin Ave., Washington, D. C. 20016. Social Education and other publications.
6. The Association for Supervision and Curriculum Development, 225 N. Washington St., Alexandria, Virginia 22314. Educational Leadership and other publications.
7. The Michigan Council for the Social Studies. Dr. Jane Bingham, Executive Secretary, School of Human and Educational Services, Oakland University, Rochester, Michigan 48063.
8. The Michigan Association for Supervision and Curriculum Development.

Step 4. Purposes and Goal Development

Your curriculum group will need to spend some time discussing the basic purposes and goals of your social studies program.

A sound program requires a sense of direction.

- Curriculum work groups need statements of purpose and goals as criteria to use in deciding on objectives for grade levels and courses, organizing learning activities, selecting instructional materials, and evaluating.
- Without an over-all picture of purposes and goals, curriculum work groups are more likely to get bogged down in disagreements or to overlook significant matters.

Starting from some statement of purposes and goals already developed gets things moving. To be helpful, the starting statement should focus on a comprehensive and broad view. Maybe your schools already have a statement. The Michigan Department of Education has one for social studies. (Several, including the Michigan Department's are included in the Appendix.)

The starting statement needs discussion. People have to understand it. People will probably want to revise it, put it in their own words. Assign the task of writing a tentative or revised statement to one person or a committee of only two or three for consideration at a next meeting of the work group.

Small group discussions encourage people to think about goals and voice their views.

General agreement on a working statement is probably enough at this stage. Don't try for 100% agreement from everyone; it's not likely. Avoid editing in group meetings; stick to matters of substance. Don't spend a lot of time on refining a statement at this point. It's easy for a group to spend a lot of time on refining a statement at this point. It's easy for a group to spend so much time on basic points of view that they never move on to the next tasks. Besides, points of view come clearer as curriculum work goes on. Do get a working statement.

Statements of purposes and goals should be in broad terms, not as specific objectives. Keep the suggestions for specific objectives, activities, and materials for future meetings. Try to avoid a narrow focus on particular grade levels or courses.

To agree on some working statement your group will probably need all or parts of one, two, or three meetings, even more, perhaps, if they have never talked over goals before. Encourage people to keep in mind whatever was presented about trends and promising developments in the social studies field.

The Curriculum work group ought to include teachers who represent the grade levels, courses, and schools for whom a changed program is intended.

Especially at this stage, it is helpful to include representative parents, others from the community, administrators, and students as participants. They can offer ideas. They can keep communication open and encourage support. They have a stake in the decisions. However, it's unreasonable to expect them to do the tasks of professional social studies people, writing up goal statements, for example.

The working statement of purposes and goals must be sent around for discussion and suggestions to every school affected. All teachers ought to have both opportunity and responsibility for developing goals. If general agreement is lacking, the curriculum working group will have to do more discussing and revising.

Eventually someone must produce a clear and well-written statement, generally agreed upon.

QUESTIONS

1. Is the statement of purposes and goals clear, comprehensive, and easily read? Useful as a check-point for further decisions on the social studies program?
2. Does the statement fit with a statement of the goals of education in your school district?
3. Does the statement fit with the Common Goals of Education in Michigan, especially those with significance for social studies?
 - a. Does the statement include knowledge, skills and abilities, values, and social participation?
 - b. Does it recognize the role of the various areas of social science, history, and related fields? The role of present issues?
 - c. Do the goals emphasize learning actually helpful in young people's everyday social living?
4. Have teachers and others interested come to at least general agreement on the purposes and goals?

Resources

1. Social Studies Education in Michigan, MCSS 1981.
2. The Common Goals of Michigan Education.
3. Essentials of the Social Studies, NCSS 1980.
4. Objectives for Citizenship and Social Studies, National
5. Guidelines for Social Studies Curriculum, NCSS 1979. See Appendix A.
6. Social Education 44:7, Project Span from SSEC November/December, 1980.
7. Essential Performance Objectives for Social Studies, Michigan State Board of Education.

STEP 5. MATERIALS AND CONTENT SELECTION

Content Selection

Developing a complete description of existing programs and course offerings is a time-consuming and frequent limited use when one considers that such descriptions may soon be outdated, modified, or eliminated. The revision committee does need, however, a clear picture of what is being taught at each grade level and within each course. Do not rely on existing course descriptions for this information. Use a survey asking secondary teachers to list the titles of the units covered within the courses they teach. Elementary teachers can be asked what social studies units they teach and approximately how much time is spent on social studies per week. When collected, this data can be transferred to a large matrix thereby giving the committee a complete picture of the social studies program as it currently exists. Comparison of the matrix with any existing curriculum guide will most likely show that the guide does not reflect what is being taught. Duplications, substitutions and omissions are to be expected. Using the up-to-date content data now available on the matrix, the committee may:

- A. Indicate in some way those courses that are required. These required courses may be mandated by law or by some ruling within the district that supersedes the committee's charter. The School Board, for example, may have stated requirements within the district.
- B. Cross out the units or courses that will be eliminated and do the same with duplications.
- C. Determine where previously omitted units will be taught.
- D. Determine where new units and courses will be placed.

Content selection should not be completed at one setting. Be sure to communicate with teaching staff not represented on the committee possible and proposed changes. There will be questions raised and objections to committee action can be expected. Listen to the questions and objections and consider them carefully. A committee that ignores feedback can expect difficulty getting their recommendations accepted. Try to give staff not on the committee regular opportunities for input and communicate your proposed actions to staff. This may, at times, slow committee work but ultimately it will aid the acceptance of your recommendations.

Materials Selection

In theory, content decisions are made prior to material selection. In practice, content determination is often made with specific materials in mind by some or all committee members. Obviously, materials will be sought that closely match content decisions and program goals. When no match is possible, materials must be developed by local teachers or the affected content decisions and goals altered.

Acquisition of Materials

The leader of the committee is usually responsible for securing examination copies of text and other materials. This is often done by contacting local representatives of publishing companies. Materials should be provided free of charge. Another resource for materials examination is the intermediate school district curriculum libraries.

Curriculum Materials Checklist

Before the committee begins to review material a checklist should be developed. Several are available from professional sources, other districts, or from intermediate school districts. If a suitable form is available, use it. If not, one can be developed by using the substance of the philosophy, goals, grade level and course topic, and description of teaching methods. The checklist should be kept short for the first round of materials evaluation. This is important because a great deal of material must be considered and much of it must be rapidly, but thoughtfully eliminated. After the checklist is developed, grade level representatives use the checklist to evaluate all materials available for their respective grade level topics or course.

Narrowing the Number of Materials for Final Selection

Material examination and evaluation should ideally be done in three or four stages. The first stage was mentioned above in the section on establishing grade level topics and course offerings. The intent of this first round is to familiarize the committee members with typical content in published materials at the various levels rather than evaluation. This work should be done without evaluation checklists and notes on content should suffice. The second stage should begin the text evaluation with the use of a checklist.

Resources

1. Intermediate Media Centers
2. Data Book, Social Science Education Consortium
3. Michigan Association of Educational Reps., Inc.
4. Michigan Social Studies Textbook Study
5. Michigan Essential Objectives

STEP 6. MATERIAL EVALUATION

Material Selection and Material Evaluation are really part of the same process. Materials should be evaluated prior to the material selection decisions and before program implementation. Obviously, materials will undergo another evaluation process at the time of Program Evaluation.

There are several scales for evaluating materials available and two have been included in the Appendixes. Consideration should be given to the information to be found in Social Studies Education in Michigan, February, 1981. Chapter 7 and Appendix A from Planning a Social Studies Program edited by James Davis and Frances Haley can be helpful.

For extensive and thorough evaluation information, consider chapter 8, "A Model for Analyzing Curriculum Materials and Classroom Transactions", from NCSS 39th Year Book, Social Studies Curriculum Development: Prospects and Problems, 1969.

Resources:

1. Social Studies Education in Michigan, 1981.
2. "A Model for Analyzing Curriculum Materials and Classroom Transactions", Social Education--Yearbook 1969.
3. Michigan Social Studies Textbook Study.
4. Data Book, Social Science Education Consortium.
5. "Elementary Materials Analysis Form". See Appendix B.
6. "Secondary Materials Analysis Form". See Appendix C.
7. "Boulder, Colorado Evaluation Form". See Appendix D.
8. "Elementary Social Studies Criteria Form". See Appendix E.
9. "Teaching Social Studies in the Elementary and Middle School Form" Joyce and Brooks. See appendix.

STEP 7. DEVELOPMENT OF OBJECTIVES OR EXPECTATIONS

A clear definition of objectives and expectations for students is the basis upon which decisions for teaching strategies and teaching materials is based. These intended student outcomes are also the basis for measurement upon which evaluation is built. Student outcomes can be defined by asking the very difficult questions of "What should these students know when they have finished this program?" and, "How should these students behave as a result of successfully completing this program?" Answers to these questions will lead to opportunities to break objectives into continually smaller components which can be defined by more specific objectives. The final expectations (student outcomes) should always be kept in mind so that more specific objectives may be constantly evaluated in terms of whether or not they lead to the achievement of these student outcomes.

The development of objectives and expectations should include staff affected by the decisions. Communication of the objectives throughout the staff development process is necessary and opportunities for input by a broad spectrum of staff members is preferable. Objectives and expectancies should also be communicated to parents and the larger community through parent groups, local media, and available community groups. These decisions to change the intended student outcomes are so fundamental to the success of a social studies change that failure to communicate new purposes and have them accepted could undermine the entire effort.

Some excellent sources exist for the development of objectives and expectations such as Essential Objectives for Social Studies Education in Michigan. This document will assist local curriculum developers through consideration of a rationale for social studies, characteristics of programs, essential objectives including attitudes, and knowledge and skills. Additional resources are listed below which should prove helpful in the development of objectives and expectations.

It cannot be stressed too strongly that THE OUTCOMES OF THE EVALUATION MUST BE CONGRUENT WITH THE OBJECTIVES. One of the most frequent breakdowns in the total teaching/learning process is the expression of the commendable goals of instruction accompanied by testing for an entirely different set of outcomes.

Resources:

1. Essential Objectives for Social Studies Education in Michigan.
2. Social Studies Education in Michigan.
3. "Citizenship and Social Studies Objectives" 1981-82 Assessment.

Step 8. Adoption - Final Selection

Processes of adoption vary from district to district. Be sure to find out what committees and individuals need in order to complete the process from the revision committee up through the Board approval if necessary. Dates the various committees must meet as well as the necessary materials and/or texts that are necessary for presentations can possibly delay the adoption process.

To be successful the adoption should include all the facets of budget, in-service, and support materials necessary for the next step of implementation. The revision committee should be knowledgeable of the type of adoption. Questions they need to answer are as follows:

1. What in-service is necessary to practically carry out this revision?
2. What materials need to be purchased for this revision?
3. Will this adoption be phased in immediately or over a period of time?
4. At what level(s) is the adoption intended?
5. What specifics are required of each teacher in order for the revision to be successful?
6. Is there a plan for implementation and in-service?
7. Who is responsible for carrying out the revision as intended?
8. Who should teachers go to for help in implementing the revisions?
9. What evaluation process is included in the adoption.

Step 9. Implementation and In-Service

Curriculum implementation should be considered throughout the change process. A maximum number of people should be involved as early as possible to provide information and interest in the new program.

Several questions should be asked at the local level to plan for successful implementation of a new program.

1. What implementation processes have been successful in other curricular revisions?
2. What support is there for the new program by teachers? Administrators? Community?
3. Is there an adequate budget for initial adoption? Will there be adequate budget support in future years to sustain the program?
4. What is an appropriate timetable for implementation? When and where will implementation begin? When will it be completed?
5. When will materials be ordered? Delivered?
6. Who has the responsibility for expediting problems in the implementation process?
7. What management system will be used?

The needs of staff for increased knowledge and skills may be assessed formally and informally during the curriculum revision process. In-service needs should be considered as part of the materials selection and adoption.

When supporting implementation through in-service, the following questions should be considered:

1. Who will be the recipients of the in-service?
2. What in-service will be needed to sustain the program? Is there adequate support for this level of in-service?
3. What are the perceived needs of the recipients of the in-service?
4. What are the types of in-service that have worked well previously?
5. What is the timetable for in-service activities?
6. What administrative and budgetary support is available for in-service?
7. Who are the resource people available to help provide in-service?

RESOURCE PEOPLE

When seeking resource consultants it is often advisable to contact someone within your immediate area (county). This person should have regular contacts and knowledge of many consultants in all curriculum areas rather than searching for titles. It may be that the consultant you are looking for has changed professional responsibilities and title. Many times the director of general education at the Intermediate School District will either know the consultant you are looking for, or will be able to steer you to the person who does know.

Below is a list of professionals and institutions that can give you leads in seeking resource people.

1. State Social Studies Specialist
John M. Chapman
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909
2. Michigan Council for the Social Studies
Jane S. Bingham, Executive Secretary
1932 Long Pointe Dr.
Bloomfield Hills, MI 48013
3. Intermediate School District
 - a. Consultants/Supervisor/Director of Social Studies
 - b. Professional Staff Development Board
4. University/College Social Studies Educators
5. Publishers of Programs
6. Teachers actually using the adopted program.

STEP 10. PROGRAM EVALUATION

Evaluation is the culmination of the instructional process--and with evaluation this process comes full circle. If the student has not learned, or if the student's behavior has not changed as a result of participating in the learning program, the program--not the student--has failed.

It cannot be stressed too strongly that THE OUTCOMES OF THE EVALUATION MUST BE CONGRUENT WITH THE OBJECTIVES. One of the most frequent breakdowns in the total teaching/learning process is the expression of commendable goals of instruction accompanied by testing for an entirely different set of outcomes.

Resources

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REVISED NCSS SOCIAL STUDIES CURRICULUM GUIDELINES

- 1.0 The Social Studies Program Should Be Directly Related to the Age, Maturity, and Concerns of Students.
 - 1.1 Students should be involved in the formulation of goals, the selection of activities and instructional strategies, and the assessment of curricular outcomes.
 - 1.2 The school and its teachers should make steady efforts, through regularized channels and practices, to identify areas of concern to students.
 - 1.3 Students should have some choices, some options within programs fitted to their needs, their concerns, and their social world.
 - 1.4 Students should have a special studies experience at all grade levels, K-12.
 - 1.5 The program should take into account the aptitudes, developmental capabilities, and psychological needs of the students.
- 2.0 The Social Studies Program Should Deal with the Real Social World.
 - 2.1 The program should focus on the social world as it is, its flaws, its strengths, its dangers, and its promise.
 - 2.2 The program should emphasize pervasive and enduring social issues.
 - 2.3 The program should demonstrate the relationships between the local and global aspects of social issues.
 - 2.4 The program should include analysis and attempts to formulate potential resolutions of present and controversial global problems such as racism, sexism, world resources, nuclear proliferation, and ecological imbalance.
 - 2.5 The program should provide intensive and recurring cross-cultural study of groups to which students themselves belong and those to which they do not.
 - 2.6 The program should offer opportunities for students to meet, discuss, study, and work with members of racial, ethnic, and national groups other than their own.
 - 2.7 The program should build upon realities of the immediate school community.
 - 2.8 Participation in the real social world, both in school and out, should be considered a part of the social studies program.
 - 2.9 The program should provide the opportunity for students to examine potential future conditions and problems.
- 3.0 The Social Studies Program Should Draw from Currently Valid Knowledge Representative of Human Experience, Culture, and Beliefs.
 - 3.1 The program should emphasize currently valid concepts, principles, and theories in the social sciences.
 - 3.2 The program should develop proficiency in methods of inquiry in the social sciences and in techniques for processing social data.
 - 3.3 The program should develop students' ability to distinguish among empirical, logical, definitional, and normative propositions and problems.

- 3.4 The program should draw upon all of the social sciences such as anthropology, economics, geography, political science, history, and the behavioral sciences.
 - 3.5 The program should draw from other related fields such as law, the humanities, the natural and applied sciences, and religion.
 - 3.6 The program should represent some balance between the immediate social environment of students and the larger social world; between small group and public issues; among local, national, and global affairs; among past, present, and future directions; among Western and non-Western cultures; and among economically developed and developing nations.
 - 3.7 The program should include the study not only of human achievements, but also of human failures.
- 4.0 Objectives Should Be Thoughtfully Selected and Clearly Stated in Such Form as to Furnish Direction to the Program.
- 4.1 Objectives should be carefully selected and formulated in the light of what is known about the students, their community, the real social world, and the fields of knowledge.
 - 4.2 Knowledge, abilities, valuing, and social participation should all be represented in the stated objectives of social studies programs.
 - 4.3 General statements of basic and long-range goals should be translated into more specific objectives conceived in terms of behavior and content.
 - 4.4 Classroom instruction should rely upon statements which identify clearly what students are to learn; learning activities and instructional materials should be appropriate for achieving the stated objectives.
 - 4.5 Classroom instruction should enable students to see their goals clearly in what is to be learned, whether in brief instructional sequences or lengthy units of study.
 - 4.6 Instructional objectives should develop all aspects of the affective, cognitive, and psychomotor domains.
 - 4.7 Objectives should be reconsidered and revised periodically.
- 5.0 Learning Activities Should Engage the Student Directly and Actively in the Learning Process.
- 5.1 Students should have a wide and rich range of learning activities appropriate to the objectives of their social studies program.
 - 5.2 Activities should include formulating hypotheses and testing them by gathering and analyzing data.
 - 5.3 Activities should include using knowledge, examining values, communicating with others, and making decisions about social and civic affairs.
 - 5.4 Students should be encouraged to become active participants in activities within their own communities.
 - 5.5 Learning activities should be sufficiently varied and flexible to appeal to many kinds of students.
 - 5.6 Activities should contribute to the students' perception of teachers as fellow inquirers.
 - 5.7 Activities must be carried on in a climate which supports students' self-respect and opens opportunities to all.
 - 5.8 Activities should stimulate students to investigate and to respond to the human condition in the contemporary world.
 - 5.9 Activities which examine values, attitudes, and beliefs should be undertaken in an environment that respects each student's rights to privacy.

6.0 Strategies of Instruction and Learning Activities Should Rely on a Broad Range of Learning Resources.

- 6.1 A social studies program requires a great wealth of appropriate instructional resources; no one textbook can be sufficient.
- 6.2 Printed materials must accommodate a wide range of reading abilities and interests, meet the requirements of learning activities, and include many kinds of material from primary as well as secondary sources, from social science and history as well as the humanities and related fields, from other nations and cultures as well as our own, and from current as well as basic sources.
- 6.3 A variety of media should be available for learning through seeing, hearing, touching, and acting, and calling for thought and feeling.
- 6.4 Social studies classrooms should draw upon the potential contributions of many kinds of resource persons and organizations representing many points of view, a variety of abilities, and a mix of cultures and nationalities.
- 6.5 Classroom activities should use the school and community as a learning laboratory for gathering social data and for confronting knowledge and commitments in dealing with social problems.
- 6.6 The social studies program should have available many kinds of work space to facilitate variation in the size of groups, the use of several kinds of media, and a diversity of tasks.

7.0 The Social Studies Program Must Facilitate the Organization of Experience.

- 7.1 Structure in the social studies program must help students organize their experiences to promote growth.
- 7.2 Learning experiences should be organized in such manner that students will learn how to continue to learn.
- 7.3 The program must enable students to relate their experiences in social studies to other areas of experience.
- 7.4 The formal pattern of the program should offer choice and flexibility.

8.0 Evaluation Should Be Useful, Systematic, Comprehensive, and Valid for the Objectives of the Programs.

- 8.1 Evaluation should be based primarily on the school's own statements of objectives as the criteria for effectiveness.
- 8.2 Included in the evaluation process should be assessment of progress not only in knowledge, but in skills and abilities, including thinking, valuing, and social participation.
- 8.3 Evaluation data should come from many sources, not merely from paper-and-pencil tests, including observations of what students do outside as well as inside the classroom.
- 8.4 Regular, comprehensive, and continuous procedures should be developed for gathering evidence of significant growth in learning over time.
- 8.5 Evaluation data should be used for planning curricular improvements.
- 8.6 Evaluation data should offer students, teachers, and parents help in the course of learning and not merely at the conclusions of some marking period.
- 8.7 Both students and teachers should be involved in the process of evaluation.
- 8.8 Thoughtful and regular re-examination of the basic goals of the social studies curriculum should be an integral part of the evaluation program.

9.0 Social Studies Education Should Receive Vigorous Support as a Vital and Responsible Part of the School Program.

- 9.1 Appropriate instructional materials, time, and facilities must be provided for social studies education.
- 9.2 Teachers should not only be responsible but should be encouraged to try out and adapt for their own students promising innovations such as simulation, newer curricular plans, discovery, and actual social participation.
- 9.3 Decisions about the basic purposes of social studies education in any school should be as clearly related to the needs of its immediate community as to those of society at large.
- 9.4 Teachers should participate in active social studies curriculum committees with decision-making as well as advisory responsibilities.
- 9.5 Teachers should participate regularly in activities which foster their professional competence in social studies education: in workshops, or in-service classes, or community affairs, or in reading, studying, and travel.
- 9.6 Teachers and others concerned with social studies education in the schools should have competent consultants available.
- 9.7 Teachers and schools should have and be able to rely upon a district-wide policy statement on academic freedom and professional responsibility.
- 9.8 Social studies education should expect to receive active support from administrators, teachers, boards of education, and the community.
- 9.9 A specific minimal block of time should be allocated for social studies instruction each week.

- 1. "Revision of the NCSS Social Studies Curriculum Guidelines," Social Education, April 1979, p. 261-273.

Materials Analysis Form
(Elementary Series)

General Instructions

For the most part, no narrative is required. The majority of the items require a check (✓) answer; a few require a numerical rating. At the end of each section is a space for comments. This space is for you to extend or explain any answer in that section.

Several items have "scored" ratings, based on a rating of "0" for none, "1" for poor, "2" for average, and "3" for excellent. If the item is published, but not available, leave blank. At the end of the instrument is a form for inserting the ratings on these items.

Name of Analyst _____ Date of Analysis _____

Title of Materials _____

Publisher _____

Name and Title of Author(s) _____

1.0 PRODUCT DATA (Instruction: Indicate specific answers for each of the following.)

1.1 Components: (You may wish to attach list with prices.
NOTE DATE OF CATALOG.)

1.2 Grade level: Publisher's Assessment _____
Analyst's Assessment _____

1.3 Reading Level (Select appropriate grade level)

1.31 Grade K-1: Publisher's Assessment _____
Fry Readability Scale: Narrative _____
Primary Sources _____

1.32 Grade 2: Publisher's Assessment _____
Fry Readability Scale: Narrative _____
Primary Sources _____

1.33 Grade 3: Publisher's Assessment _____
Fry Readability Scale: Narrative _____
Primary Sources _____

1.34 Grade 4: Publisher's Assessment _____
Fry Readability Scale: Narrative _____
Primary Sources _____

1.35 Grade 5: Publisher's Assessment _____
 Fry Readability Scale: Narrative _____
 Primary Sources: _____

1.36 Grade 6: Publisher's Assessment _____
 Fry Readability Scale: Narrative _____
 Primary Sources _____

1.4 Publication date and edition _____

1.5 Time required _____

1.6 Field Tested? _____ yes _____ no
 If yes, are results available? _____ yes _____ no
 Source _____

1.7 Student Text(s) binding: Hardcover _____ Rating: 1.8
 Paper cover _____
 Other _____

1.8 Need for teaching training recommended by analyst:
 _____ Little or none _____ Some _____ Much

COMMENTS ON SECTION 1.0 _____

2.0 SUPPORT MATERIALS

2.1 Teacher's Guide: (Rating should be based on analyst's
 judgment of comprehensiveness, help-
 fulness, and usefulness.)
 _____ Guide _____ Annotated edition

2.2 Tests: _____ yes _____ no
 If yes, complete the following, Rating: 2.1

2.21 Format of tests: Rating: 2.2
 _____ Spirit masters
 _____ In Teacher's Guide
 _____ Other (specify) _____

2.22 Type of tests: (Rank 1, 2, 3 in order of emphasis
 with 1 being much emphasis.)
 _____ Multiple choice _____ Essay
 _____ True/False _____ Matching
 _____ Fill-in _____ Short Answer
 _____ Other (specify) _____

2.23 Type of items:

	Mainly high level	Mainly low level	Balance of high and low levels
☐ Cognitive			
☐ Affective			
☐ Skill			

2.24 Are tests related to objectives? ☐ yes ☐ no2.3 Workbooks: ☐ yes ☐ no
If yes, complete the following.

Rating: 2.3

2.31 Type of workbook activities:

☐ required	☐ reinforcement	☐ student directed
☐ optional	☐ enrichment	☐ teacher directed

2.4 Audiovisual materials: ☐ yes ☐ no
If yes, refer to catalogue listing for
type, description.

Rating: 2.4

COMMENTS ON SECTION 2.0

3.0 STUDENT TEXT FORMAT (Instructions: Indicate the
extent of use of the following items.)

Rating: 3.0

3.1 Body of book format

	Little/ no use	Moderate Use	Extensive Use	
3.11 Advanced organizers				Chapters
				Units
3.12 Review questions				Chapters
				Units
3.13 Biblio- graphies				Chapters
				Units
3.14 Tests				Chapters
				Units
3.15 Extending activities				Chapters
				Units
3.16 Illustra- tions				Chapters
				Units
3.17 Maps				Chapters
				Units
3.18 Charts				Chapters
				Units
3.19 Photographs				Chapters
				Units
3.(10) Art repro- ductions				Chapters
				Units
3.(11) Glossary of terms				Chapters
				Units

	Little/ no use	Moderate Use	Extensive Use
3.21 Bibliography			
3.22 Comprehensive index			
3.23 Glossary of terms			

3.3 Is the text readable and interesting? yes no

COMMENTS ON SECTION 3.0 _____

4.0 OBJECTIVES (Instructions: Indicate yes or no for each item.)

Rating: 4.0

4.1 General yes no

4.11 Cognitive yes no

4.12 Affective yes no

4.13 Skill yes no

4.14 Evaluative measures based on general objectives:

 Yes no

4.2 Specific yes no

4.21 Behavioral yes no

4.22 Cognitive yes no

4.23 Affective yes no

4.24 Skill yes no

4.25 Evaluative measures based on specific objectives:

 yes no

4.3 Do the objectives conform to the goals and objectives of your school? For example,

Rating: 4.3

4.31 Self concept yes no

4.32 Social studies skills yes no

4.33 Judgment criteria yes no

4.34 Economics yes no

4.35 Geography yes no

4.36 Political science/Government yes no

4.37 Sociology/Anthropology yes no

4.38 History/Culture yes no

4.39 Other yes no

COMMENTS ON SECTION 4.0 _____

5.0 CONTENT (Instructions: Note specific answers to each of the following.)

5.1 What is the content approach? (Conceptual, social sciences, affective domain, other)

5.2 What is the specific subject matter focus by grade level?
(Mark only appropriate grade level.)

5.21 Grades K-1: _____

5.22 Grade 2: _____

5.23 Grade 3: _____

5.24 Grade 4: _____

5.25 Grade 5: _____

5.26 Grade 6: _____

5.3 Does the content focus correspond to the
emphasis(es) of your school?

___yes ___no

Rating: 5.3

5.4 Could the materials be easily adapted to include a career
education focus? ___yes ___no

If yes, briefly explain how. _____

COMMENTS ON SECTION 5.0 _____

6.0 SPECIAL CONTENT CONSIDERATIONS

6.1 Inclusion of minority contributions (note
particularly Native Americans, Mexican
role in the Southwest, Blacks other than
Civil War and slavery.

___poor ___average ___excellent

Rating: 6.1

6.2 Possible areas of controversy. (list): _____

6.3 Sex stereotyping? ___none ___some ___Much
If any, give specific examples:

Rating: 6.3

6.4 Race/ethnic stereotyping?

_____ none _____ some _____ much

Rating: 6.4

If any, give specific examples:

6.5 Use of primary source documents:

_____ none _____ some _____ much

Rating: 6.5

If some or much, describe briefly how primary source documents are used.

6.6 Other (specify) _____

COMMENTS ON SECTION 6.0 _____

7.0 TEACHING STRATEGIES (List the answer(s) indicated. If there is more than one answer, rank according to the order of importance.)

7.1 Major teaching strategy(ies): e.g., discussion, lecture, inquiry, etc.

Rating: 7.1

7.2 Major student involvement activity: e.g., discussion, listening, writing, reading, etc.

Rating: 7.2

7.3 Do the strategies provide opportunity for individualization?

Rating: 7.3

COMMENTS ON SECTION 7.0 _____

8.0 DISTINGUISHING CHARACTERISTICS (e.g., inquiry oriented, skills emphasis, subject matter focuses, etc.)

COMMENTS ON SECTION 8.0

9.0 RATING (0=none; 1=poor; 2=average; 3=excellent)

Item	1.8	2.1	2.2	2.3	2.4	3.0	4.0	4.3
Rating								

Item	5.3	6.1	6.3	6.4	6.5	7.1	7.2	7.3
Rating								

COMMENTS ON SECTION 9.0

1.0 EVALUATIVE STATEMENT. Write an evaluative statement, based on your judgment of the material. You should be sure to specify your criteria for evaluation. This should be short--one to two paragraphs. Please use a separate piece of paper for the evaluative statement.

MJT:nrv
1/24/77

MATERIALS ANALYSIS FORM
(Secondary)

General Instructions

For the most part, no narrative is required. The majority of the items require a check (✓) answer; a few require a numerical rating. At the end of each section is a space for comments. This space is for you to extend or explain any answer in that section.

Several items have "scored" ratings, based on a rating of "0" for none, "1" for poor, "2" for average, and "3" for excellent. If the item is published, but not available, leave blank. At the end of the instrument is a form for inserting the ratings on these items.

Name of Analyst _____ Date of Analysis _____
 Title of Materials _____
 Publisher _____
 Name and Title of Author(s) _____

1.0 PRODUCT DATA (Instruction: Indicate specific answers for each of the following.)

1.1 Components: (You may wish to attach list with prices. NOTE DATE OF CATALOG.)

1.2 Grade Level: Publisher's assessment _____
 Analyst's assessment _____

1.3 Reading Level: Publisher's assessment _____
 Fry Readability Scale: Narrative _____
 (see attached) Primary sources _____

1.4 Publication date and edition _____

1.5 Time required _____

1.6 Field Tested? _____ yes _____ no
 If yes, are results available? _____ yes _____ no
 Source _____

1.7 Number of pages _____

1.8 Student text binding: Hardcover _____
 Paper cover _____
 Other _____

Rating: 1.8

1.9 Need for teacher training recommended by analyst:
 _____ Little or none _____ Some _____ Much

COMMENTS ON SECTION 1.0 _____

2.0 SUPPORT MATERIALS

2.1 Teacher's Guide: (Rating should be based on analyst's judgment of comprehensiveness, helpfulness, and usefulness.)

_____ Guide _____ Annotated edition

Rating: 2.1

2.2 Tests: _____ yes _____ no
If yes, complete the following.

Rating: 2.2

2.21 Format of tests:

_____ Spirit masters
_____ In Teacher's Guide
_____ Other (specify) _____

2.22 Type of tests: (Rank 1, 2, 3 in order of emphasis with 1 being much emphasis.)

_____ Multiple choice	_____ Essay
_____ True/False	_____ Matching
_____ Fill-in	_____ Short answer
_____ Other (specify) _____	

2.23 Type of items:

	Mainly high level	Mainly low level	Balance of high and low levels
_____ Cognitive	_____	_____	_____
_____ Affective	_____	_____	_____
_____ Skill	_____	_____	_____

2.24 Are tests related to objectives? _____ yes _____ no

2.3 Workbooks: _____ yes _____ no
If yes, complete the following.

Rating: 2.3

2.31 Type of workbook activities:

_____ required	_____ reinforcement	_____ student directed
_____ optional	_____ enrichment	_____ teacher directed

2.4 Audiovisual materials: _____ yes _____ no
If yes, refer to catalogue listing for type, description.

Rating: 2.4

COMMENTS ON SECTION 2.0 _____

3.0 STUDENT TEXT FORMAT (Instructions: Indicate the extent of use of the following items.)

Rating: 3.0

3.1 Body of book format

	Little/ no use	Moderate use	Extensive use	
3.11 Advanced organizers				Chapters Units
3.12 Review questions				Chapters Units
3.13 Bibliographies				Chapters Units
3.14 Tests				Chapters Units
3.15 Extending activities				Chapters Units
3.16 Illustrations				Chapters Units
3.17 Maps				Chapters Units
3.18 Charts				Chapters Units
3.19 Photographs				Chapters Units
3.(10) Art reproductions				Chapters Units
3.(11) Glossary of terms				Chapters Units

3.2 End-of-book format

	Little/ no use	Moderate use	Extensive use
3.21 Bibliography			
3.22 Comprehensive index			
3.23 Glossary of terms			

COMMENTS ON SECTION 3.0 _____

4.0 OBJECTIVES (Instructions: Indicate "yes" or "no" for each item.)

Rating: 4.0

4.1 General ___ yes ___ no

4.11 Cognitive ___ yes ___ no

4.12 Affective ___ yes ___ no

4.13 Skill ___ yes ___ no

4.14 Evaluative measures based on general objectives: ___ yes ___ no

4.2 Specific ___ yes ___ no

4.21 Behavioral ___ yes ___ no

4.22 Cognitive ___ yes ___ no

4.23 Affective ___ yes ___ no

4.24 Skill ___ yes ___ no

4.25 Evaluative measures based on specific objectives: ___ yes ___ no

4.3 Do the objectives conform to the goals and objectives of your school? For example,

Rating: 4.3

- 4.31 Self concept: ☐ yes ☐ no
 4.32 Social studies skills: ☐ yes ☐ no
 4.33 Judgment criteria: ☐ yes ☐ no
 4.34 Economics: ☐ yes ☐ no
 4.35 Geography: ☐ yes ☐ no
 4.36 Political science/Government: ☐ yes ☐ no
 4.37 Sociology/Anthropology: ☐ yes ☐ no
 4.38 History/Culture: ☐ yes ☐ no
 4.39 Other ☐ yes ☐ no

COMMENTS ON SECTION 4.0

5.0 CONTENT (Instructions: Note specific answers to each of the following.)

5.1 What is the content approach? (Conceptual, social sciences, affective domain, other)

5.2 What is the specific subject matter focus of the text?

5.3 Does the content focus conform to the emphasis(es) of your school?

☐ yes ☐ no

Rating: 5.3

5.4 Could the materials be easily adapted to include a career education focus? ☐ yes ☐ no

If yes, briefly explain how.

COMMENTS ON SECTION 5.0

6.0 SPECIAL CONTENT CONSIDERATIONS

6.1 Inclusion of minority contributions (note particularly Native Americans, Mexican role in the Southwest, Blacks other than Civil War and slavery.

Rating: 6.1

☐ Poor ☐ Average ☐ Excellent

6.2 Possible areas of controversy (list): _____

6.3 Sex stereotyping? _____ None _____ Some _____ Much

Rating: 6.3

If any, give specific examples: _____

6.4 Race/ethnic stereotyping? _____ None _____ Some _____ Much

Rating: 6.4

If any, give specific examples: _____

6.5 Use of primary source documents: _____ None _____ Some _____ Much

Rating: 6.5

If some or much, describe briefly how primary source documents are used.

6.6 Declaration of Independence (if appropriate):

_____ yes _____ no _____ annotated

U.S. Constitution (if appropriate):

_____ yes _____ no _____ annotated

6.7 Other (specify) _____

COMMENTS ON SECTION 6.0 _____

7.0 TEACHING STRATEGIES (List the answer(s) indicated. If there is more than one answer, rank according to the order of importance.)

7.1 Major teaching strategy(ies): e.g., discussion,

Rating: 7.1

lecture, inquiry, etc.

7.2 Major student involvement activity: e.g., discussion, listening, writing, reading, e

Rating: 7.2

7.3 Do the strategies provide opportunity for individualization?

Rating: 7.3

COMMENTS ON SECTION 7.0

8.0 DISTINGUISHING CHARACTERISTICS (e.g., inquiry oriented, skills emphasis, subject matter focused.)

COMMENTS ON SECTION 8.0

9.0 RATING (0 = none; 1 = poor; 2 = average; 3 = excellent)

Item	1.8	2.1	2.2	2.3	2.4	3.0	4.0	4.3
Rating								
Item	5.3	6.1	6.3	6.4	6.5	7.1	7.2	7.3
Rating								

COMMENTS ON SECTION 9.0

10.0 EVALUATIVE STATEMENT. Write an evaluative statement, based on your judgment of the material. You should be sure to specify your criteria for evaluation. This should be short--one or two paragraphs. Please use a separate piece of paper for the evaluative statement.

MJT:nrv
1/24/77

APPENDIX D.

The following document is used by textbook committees in the Boulder (Colorado) Public Schools System. It is presented as an example of one type of form that can be used in evaluating textbooks.

1. Title of material _____ ISBN # _____
2. Grade level to be used _____
3. Publishing company _____ 4. Copyright date _____
5. Reading level ____ Appropriateness for the grade level for
which it is being considered:

satisfactory unsatisfactory

scale used: _____

readability level:

Comments:

6. Does the content fit course and curriculum objectives?
 ___good ___fair ___poor
7. Is the content appropriate for the age, maturity, and
 interests of the students?
 ___good ___fair ___poor
8. General format and organization:
 good fair poor

Comments:

9. Author: competence in field unknown in field

Comments:

- [illegible]

Comments _____

11. Physical features (binding, sound quality, photography, quality, etc., as applicable):
- | | |
|--------------|----------------|
| satisfactory | unsatisfactory |
|--------------|----------------|

Comments:

If items 5 through 11 tend to be unsatisfactory, further examination of this text probably is not indicated; if items 4 through 11 tend to be satisfactory, further examination is recommended.

	<u>Satisfactory</u>	<u>Unsatisfactory</u>	<u>Not Applicable</u>
12. Charts, maps, diagrams, etc. (number)	—	—	—
Comments:			
13. Charts, maps, diagrams, etc. (clarity)	—	—	—
Comments:			
14. Pictures (number)	—	—	—
Comments:			
15. Pictures (clarity)	—	—	—
Comments:			
16. Cover (attractiveness and appeal)	—	—	—
Comments:			
17. Size of book (appropriate for age of student)	—	—	—
Comments:			
18. Table of contents and index	—	—	—
Comments:			
19. Glossary or definition of terms	—	—	—
Comments:			
20. Positive and adequate treatment of minorities	—	—	—
Comments:			
21. Positive and adequate treatment of sex roles	—	—	—
Comments:			

22. Type of students at grade level indicated in No. 2 above for which this material seems appropriate:

___ more able ___ middle ___ less able ___ all ___ none

Comments:

23. Outstanding features of this material: _____

24. Negative features of this material: _____

25. General comments: _____

Using a three-point grading system, with "3" as high and "1" as low, rate this book using the above criteria and your comments as guides.

Basic Text	3	2	1
Supplemental Book	3	2	1
Teacher Reference	3	2	1

Name of Teacher Grade Level

Elementary Social Studies Criteria

	Excellent	Good	Poor
I. <u>Knowledge</u>			
a. Develops usable and major ideas			
b. Includes all the social sciences			
c. Includes a global perspective			
d. Includes several points of view			
II. <u>Values</u>			
a. Promotes such core values as open opportunity, concern for welfare of others, due process, etc.			
b. Encourages recognition of one's own values and those of others			
III. <u>Skills</u>			
a. Reading			
b. Writing			
c. Discussion			
d. Finding information for a purpose			
e. Thinking			
f. Decision making			
g. Maps and globes			
h. Research			
IV. <u>Characteristics: Suitability and Usability</u>			
a. Is a coherent program not just a collection of topics			
b. Portrays the many groups of our society fairly			
c. Appropriate for the abilities, needs, and interests of our students			
d. Makes clear what students are to learn			
e. Suggests learning activities that are suitable			
f. Includes many sorts of instructional materials: maps, charts, prose, stories, pictures, role playing exercises, etc.			
g. Includes enrichment for the exceptional child			
h. Includes several sorts of assessment and evaluation devices.			
i. Promotes activities that model democracy.			
V. <u>Features of student text</u>			
a. Format, appeal, print			
b. Illustrations, photographs, maps			
c. Review questions and/or chapter tests			
d. Extending Supplemental Activities			
e. Glossary and Index			
f. Varied learning styles from Handicapped to Gifted			

Use reverse side for any comments.

SPARKING INTEREST
Suggestions for Encouraging Consideration
of New Ideas, Promising Trends, Research

You, or some people in your group, or an outside consultant can set up some such activity as those which follow.

1. Ask the group to identify topics, courses, units in your present program (a) which are worth keeping because they are effective; (b) which can be dropped or need revision. Then ask (c) what should be strengthened and (d) what should be added. Perhaps you will want to ask these questions first of teachers at one grade level or one course and then pool and discuss what has been identified.
2. Ask the group to consider whether more (or less) emphasis should be given to ideas and skills from social science/history and related fields. Remember that content we have become accustomed to over the years is not necessarily the strongest available now. The group can use recent textbooks on social studies education, articles from such journals as Social Education, Intercom, and Educational Leadership, bulletins from NCSS and ASCD, and the Joint Council for Economic Education, and other such sources for ideas.
3. Start with a comprehensive set of objectives for a social studies program. Ask people to circle the numbers of those which are essential; (b) box the numbers of those which do not need to be taught; and (c) put an X beside those which should be included but are not now given much attention. You will find it helpful to compare the list you use with Essential Objectives for Social Studies Education in Michigan.
4. Ask the group to consider whether the social studies program should be strengthened in some areas of present and persisting social concerns, such as (a) law-related education, (b) energy education, (c) multicultural education, (d) environmental education, (e) consumer education, (f) global education.
5. Ask an outside speaker to talk about several possible plans for scope and sequence. The group can examine them to report out strengths and weaknesses in each. Groups should probably be made up of people at elementary, junior high or middle school, or high school levels. (Best of all would be K-12 consideration, but its disadvantage is that school people don't ordinarily think that way.) Some examples to think over are (a) the familiar expanding horizons; (b) Project SPAN; (c) scope and sequence plans in the various commercially published social studies programs; (d) the plan proposed by the Michigan Department of Education; (e) course offerings in other secondary schools.
6. Ask the group to consider some broad types of learning activities which would strengthen involvement in social studies learning and

ways whereby such activities could be incorporated into the program. Examples might be (a) using community resources; (b) role playing and simulation; (c) interviewing; (d) inquiry methods; (e) community service.

7. Ask some students, parents, or others interested in the program to talk with the group about strengths and weaknesses in the program.
8. Invite an outside speaker to talk on "What's Worth Considering in Social Studies Education?"